DOCUMENT RESUME

ED 261 157 CE 042 060

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TITLE Develop a Learning Resource Center. Self-Instructional Competency-Based Professional Teacher Training Manual.
INSTITUTION Competency-Based Individualized Vocational Education Consortium, Addison, IL.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE 85
NOTE 49p.; For related documents see CE 040 578-581 and CE 042 061-070. Document printed on colored paper.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; Facility Guidelines; Guidelines; Independent Study; Industrial Training; *Inservice Teacher Education; Learning Activities; Learning Modules; *Learning Resources Centers; Management Development; Pacing; Postsecondary Education; *Program Development; Technical Education; Test Items; Units of Study; Vocational Directors; *Vocational Education; Vocational Education Teachers

ABSTRACT

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs in a school or industrial setting. The manual consists of the following sections: cover page that contains the task title, purpose, and information block; a statement of performance objective, micro-performance objectives, learning activities, information sheets, activity sheets (self-checks), a written examination, a product/performance checklist, and references. This manual, which focuses on developing a learning resource center (LRC), covers the following topics: (1) identifying the role of learning resource centers; (2) identifying the factors to consider when planning an LRC; (3) planning and organizing the physical facilities for a LRC; and (4) developing a learning resource center. (KC)

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COMPETENCY—BASED INDIVIDUALIZED VOCATIONAL EDUCATIONAL CONSORTIUM

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A LEARNING GUIDE

Task Develop a Learning Resource Center

Purpose Learning resource centers (LRCs) are an integral part of a CBVE program. The LRCs may be centrally located or housed within a specific program area. Regardless of location, its role is important to the success of any CBVE program. This learning guide will assist you in setting up a learning resource center.

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SELF-INSTRUCTIONAL COMPETENCY-BASED PROFESSIONAL TEACHER TRAINING MANUAL

Program	Task	Est. Time	Prereq.
PTT	008	3 Hours	None

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Develop a Learning Resource Center

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1985

This publication was developed for the Department of Adult, Vocational-Technical Education of the Illinois State Board of Education under the provisions of Project Number R-32-63-X-0333-130 awarded to the DAVEA Center. Opinions expressed in this manual do not necessarily reflect the official position or policy of the State Board of Education.

DEPT.	PROG	TASK	TPO	MPO
	PTT	008	008	

INTRODUCTION

This publication is part of a series of self-instructional teacher training manuals designed to assist vocational-technical educators or industrial trainers to develop and implement competency-based vocational education (CBVE) programs. Each manual addresses a different aspect of CBVE. The entire set is designed to enable instructors, administrators, or industrial trainers to develop the necessary skills needed to successfully develop and implement CBVE programs in a school or industrial setting.

Each manual contains the following sections: Cover page which contains the task title, purpose, and information block; inside pages of performance objective, micro-performance objectives, learning activities. information sheets, activity sheets (self-checks), a written exam, and a product/performance checklist.

Manuals have been developed for the following tasks:

1. Identify the Characteristics of a Competency-Based Vocational Education (CBVE) Program
2. Identify and Sequence Job Tasks
3. Write Measurable Performance Objectives
4. Construct Performance and Written Evaluation Instruments
5. Write Student Learning Guides or Competency Sheets
6. Adapt or Revise a Student Learning Guide or Competency Sheet
7. Identify Teaching/Learning Strategies and Management Techniques to Implement CBVE
8. Develop a Learning Resource Center
9. Orient Students to CBVE
10. Write a Student Performance Contract
11. Select and Design Print and Non-Print Resource Materials
12. Monitor Student Progress and Maintain Student Records

13. Assign Grades

14. Identify Necessary Administrative Support

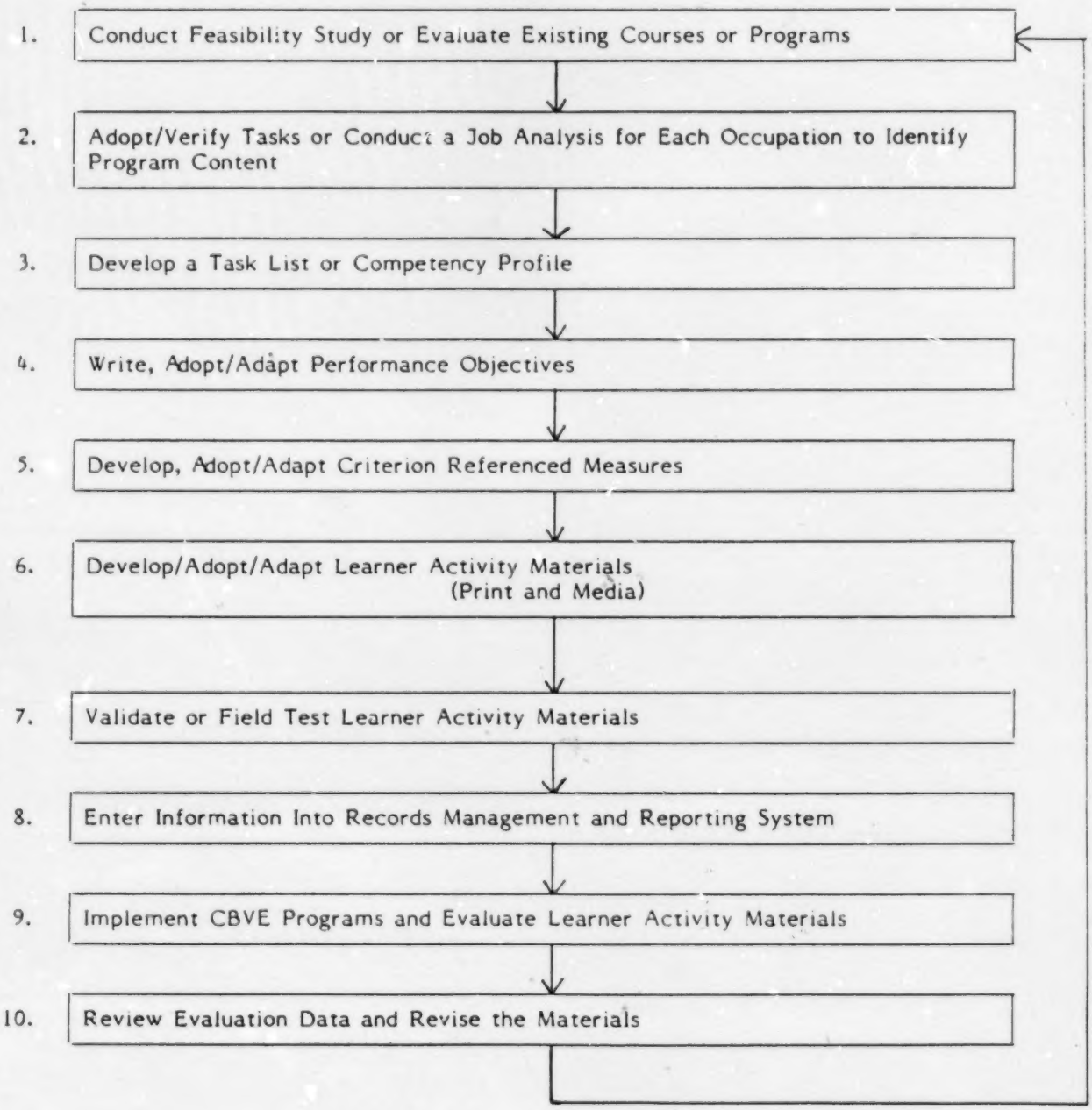
15. Prepare a Staff Development Program

Using the following CBVE systems development model, instructors, trainers, or administrators can develop and implement CBVE programs.

The following institutions deserve credit for the use of some of their materials in the development of these manuals:

- District 916 Area Vocational-Technical Institute, 3300 Century Avenue North, White Bear Lake, MN 55110
- Stephenson Area Career Center, Pearl City Road, Freeport, IL 61032
- Maryland State Department of Education, Division of Vocational Technical Education
- University of South Florida, Division of Vocational Education, Tampa, Florida

CBVE Curriculum Development Model


1. Conduct Feasibility Study or Evaluate Existing Courses or Programs
2. Adopt/Verify Tasks or Conduct a Job Analysis for Each Occupation to Identify Program Content
3. Develop a Task List or Competency Profile
4. Write, Adopt/Adapt Performance Objectives
5. Develop, Adopt/Adapt Criterion Referenced Measures
6. Develop/Adopt/Adapt Learner Activity Materials (Print and Media)
7. Validate or Field Test Learner Activity Materials
8. Enter Information Into Records Management and Reporting System
9. Implement CBVE Programs and Evaluate Learner Activity Materials
10. Review Evaluation Data and Revise the Materials

DEPT.	PROG	TASK	TPO	MPO
	PTT	008	008	

OBJECTIVES OF THIS MANUAL

1. TERMINAL PERFORMANCE OBJECTIVE

GIVEN: An illustrated outline of vocational facilities (classrooms and laboratories)

YOU WILL: develop a learning resource center

HOW WELL: You must score 13 out of 15 or 87% on a written exam and 15 out of 15 or 100% on a product checklist.

2. MICRO-PERFORMANCE OBJECTIVE(S)

1. Identify the role of the learning resource centers
2. Identify the factors to consider when planning an LRC
3. Plan and organize the physical facilities for an LRC
4. Develop a learning resource center

PROCEDURES FOR COMPLETING THIS MANUAL

1. Review CBVE curriculum development model, page 5.
2. Read the learning steps and resources for each micro-performance objective.
3. Complete the activity sheets for each micro-performance objective.
4. Complete the written exam.
5. Complete the performance test and review with your school's CBVE resource person.

NOTE: The pages in this manual are color coded. The blue pages are the objectives and micro-performance objective pages; white = information pages; yellow = activity pages; green = answer key pages; salmon = checklist pages; and pink = criterion exam pages.

MICRO - PERFORMANCE OBJECTIVE #1

Identify the Role of Learning Resource Centers

LEARNING STEPS

1. Read Resource #1 to identify the role of LRCs.
2. Complete Resource #2 to check your understanding of the role of LRCs.
3. Proceed to next MPO.

RESOURCES

1. Information Sheet 008-001-001, "Role of Learning Resource Centers," in this guide pages 8- 9.
2. Activity Sheet 008-001-002, "Role of LRCs," in this guide, pages 10-11.
3. MPO #2 this guide, page 12.

DEPT.	PROG	TASK	TPO	MPO
	PTT	008	008	001

INFORMATION SHEET

008-001-001

Role of Learning Resource Centers

Definition

A learning resource center (LRC) is a designated place where students use both print and non-print resources to complete their cognitive learning in a conducive study atmosphere. The LRC is not a library, study hall, nor a detention hall.

Role of the LRC

The LRC is a central repository of program support materials including print (reference books and manuals) and non-print audiovisual forms. Unlike a traditional library, the materials in the LRC do not "circulate," but rather remain in the center for ready access and use by students. In a traditional system of learning many multiple copies of the same textbooks are housed by a school and used by students, whereas, in a CBVE system, only limited copies are needed to support learning. The LRC must be organized so that students have ready access to materials, equipment, and supplies when they are needed.

Services Provided

The LRC provides specialized services to students and instructional staff. Some of these services are:

1. Provides a quiet study area for students to work individually on cognitive learning activities
2. Houses learning guides and/or competency sheets for student use
3. Houses all printed reference materials (books, phamphlets, etc.)
4. Provides a secure area for housing audio visual equipment for individualized student use
5. Houses various audio visual software for individualized student viewing and listening
6. Provides an area for students to take written criterion exams
7. Provides personnel to correct exams for instructors

8. Houses a collection of vocational references dealing with career choices and options
9. Houses a resource collection of educational information materials for faculty
10. Checks in and out learning guides, handouts, and audiovisual materials to students and staff members
11. Checks out, monitors completion, and checks in written criterion exams
12. Provides supervised use of all audiovisual equipment and software used by students
13. Assists students to locate appropriate print and non-print resources

ACTIVITY SHEET

008-001-002

Role of LRCs

Directions: Please place the number of the correct response on the blank in front of the lettered statements.

____A. A designated place where students complete their cognitive learning.

____B. What type of resources are contained in the LRC?

____C. A specialized area provided by the LRC

____D. A service performed by some LRCs

1. A study area
2. Score written exams
3. Print and non-print
4. LRC
5. Grades students

Please answer the following statements true or false:

____E. Materials in an LRC circulate like in a traditional library.

____F. Less textbooks are needed using an LRC-CBVE system.

NOTE: Check your answers with the answer key on the next page.

ANSWER KEY

For Activity Sheet 008-001-002

Directions: Check your answers with those given below. If you missed any, please review Information Sheet 008-001-001.

Item	Correct Answer
A	4
B	3
C	1
D	2
E	F
F	T

MICRO - PERFORMANCE OBJECTIVE #2

Identify the Factors to Consider When Planning an LRC

LEARNING STEPS

1. Read Resource #1 to identify the factors to consider when planning an LRC.
2. Complete Resource #2 to check your understanding of factors to consider.
3. Proceed to next MPO.

RESOURCES

1. Information Sheet 008-002-001, "Considerations for Organizing an LRC," in this guide, pages 13-16.
2. Activity Sheet, 008-002-002, "Organizing an LRC," in this guide, pages 17-18.
3. MPO #3 this guide, page 19.

DEPT	PROG	TASK	TPO	MPO
	PTT	008	008	002

INFORMATION SHEET

008-002-001

Considerations for Organizing an LRC

Many CBVE programs will use aspects of an individualized learning system which involves the development and/or acquisition of many print and non-print resources. If this material is not catalogued and controlled properly, it will disappear. If materials disappear and are not available to students when needed, the learning system will break down. Therefore, the facilities must be organized to reduce loss and yet provide easy access for student use.

Planning an LRC

A CBVE program can be easily implemented within the confines of a conventional program which has good equipment and is housed in a reasonable place. The amount of change needed to implement a CBVE program will depend upon the system adopted by the school or industry. The following are the factors to consider and procedures to follow in planning an LRC.

Prepare a complete facility plan covering all vocational-technical programs in the institution. The plan should provide guidelines for the division or department heads and instructors as they work to accommodate the unique needs of each specific program.

Consider the following factors when planning for an LRC:

Centralized vs. Decentralized LRCs

LRCs can be set up for an individual program, for a department, for a cluster of related programs, or for an entire school or industry. Each has its advantages and disadvantages.

Establish a Centralized LRC for All Vocational Programs

The following are advantages and disadvantages for setting up a centralized LRC:

Advantages for a Centralized LRC

1. Maximum possible use can be made of a minimum purchase of audiovisual equipment. For instance, only one videoplayer will be needed for each 250 students.

2. Duplication of software is reduced. All students and instructors from all programs can share in "core" or common audiovisuals and computer software.
3. Aides, clerks, or librarians can be used more efficiently since they will serve several programs and many students at one time.
4. Materials can be cataloged, shelved, and kept under control more easily.
5. An existing centralized media center or library might be converted to an LRC thereby reducing establishment costs.
6. Supervised use of all audiovisual equipment and software can be provided by aides. This frees the instructor from the responsibility of hardware and software supervision during use.
7. As new equipment becomes available, less is needed for retrofitting the LRC.
8. Supplemental learning aids such as micro-computers can be used in an efficient manner. Also, less are needed to service the students from all programs.

Disadvantages of a Centralized LRC

1. Problems may arise when students must travel some distance from their classroom or laboratory to the centralized resource center. Some of these are: traffic in the halls, noise, interprogram visiting, and loss of learning time.
2. Students are unable to obtain technical assistance when they need it.
3. Due to the nature of information being studied, students may not be able to remember what they learned when they return to the program area.
4. The students may not feel that there is a correlation between what they are learning in the LRC and in the laboratory or program area.

Decentralized LRC for Nearby Related Programs

Advantages

1. The LRC can be designed specifically for the related programs, thereby, providing an ideal learning environment.
2. Media equipment and software will get greater use which will reduce the cost per pupil.
3. Travel distance and time to and from the LRC is reduced.
4. Supervision by aides can be provided.
5. Students do not feel removed from the tasks they are working on.

Disadvantages

1. The cost of building or remodeling a series of LRCs will be high.
2. Aides would be required to provide supervision.
3. Students may not be able to receive the technical assistance they need as they run into questions or problems.

Decentralized LRC for a Single Program

Advantages

1. The instructor can provide assistance to the students as they read reference books, complete learning guides, review competency sheets, or study technical information.
2. Very little modification may be required of existing facilities in most cases. The classroom can be re-arranged to provide for testing areas, viewing A/V areas, study areas, and perhaps practice areas. Additional carrels, tables, electrical outlets, and shelving may also be required.
3. The LRC is close to the laboratory so it can be supervised by the instructor.
4. Students do not waste time by leaving the instructional area.

5. Students will tend to use the resource materials because they are so convenient.
6. Some students feel more secure since they are learning a task in the same area as they will be expected to demonstrate performance.

Disadvantages of a Decentralized LRC for a Single Program

1. More audiovisual equipment and software will be needed by the institution.
2. Equipment malfunction and breakage will be greater due to less supervision during use.
3. Dust from the program laboratory will be greater which will affect equipment operation.
4. Students may be distracted by noise from the program area.

ACTIVITY SHEET

008-002-002

Organizing an LRC

Directions: Place a "T" or "F" on the line in front of the number of each item.

_____ 1. A CBVE program may be easily implemented within the confines of a conventional program.

_____ 2. An advantage of a centralized LRC is the reduction in hardware and software needed.

_____ 3. An advantage of the centralized LRC is that students can obtain technical assistance when they need it.

_____ 4. A centralized LRC may result in increased hall traffic.

_____ 5. An advantage of decentralized LRCs is the low cost of building or remodeling them.

_____ 6. An advantage of decentralized LRCs for a single program is the instructor can provide technical assistance to students when needed.

_____ 7. A disadvantage of a decentralized LRC for a single program is that more audiovisual equipment is needed.

_____ 8. Equipment malfunctions will be greater in a central LRC.

_____ 9. Dust is usually not a factor of importance for LRCs in program areas.

_____10. Noise may be a factor for individual program LRCs.

NOTE: Check your answers with the answer key on the next page.

ANSWER KEY

For Activity Sheet 008-002-002

Organizing an LRC

Item	Correct Answer
1.	T
2.	T
3.	F
4.	T
5.	F
6.	T
7.	T
8.	F
9.	F
10.	T

MICRO - PERFORMANCE OBJECTIVE #3

Plan and Organize the Physical Facilities for an LRC

LEARNING STEPS

1. Read Resource #1 to learn how to plan and organize the physical facilities for an LRC.
2. Complete Resource #2 to check your understanding of planning and organizing physical facilities for an LRC.
3. Proceed to next MPO.

RESOURCES

1. Information Sheet 008-003-001, "Plan and Organize the Physical Facilities for an LRC," in this guide, pages 20-26.
2. Activity Sheet 008-003-002, "Planning and Organizing the Physical Facilities for an LRC," in this guide, pages 27-28.
3. MPO #4, this student learning guide, page 29.

DEPT	PROG	TASK	TPO	MPO
	PTT	008	008	003

INFORMATION SHEET

008-003-001

Plan and Organize the Physical Facilities for CBVE

Most likely, only minor changes will need to be made in each program area or in the institution as CBVE is implemented. These changes may include:

1. Providing a clean, quiet, well-lighted area for reading and studying resource materials. Tables and chairs or carrels are recommended. This may be in the LRC or in the program area. Regardless of the location, it should be in view of the instructor or the LRC aide.
2. Providing space such as for carrels for media viewing equipment. Carrels are recommended for housing videoplayers and monitors, slide/tape players and screens, microcomputers and other equipment deemed appropriate. Some schools secure calculators in the carrels.

   The program instructional area must be an activity area and must be suitable to activities which will take place. Try to provide areas where students can:

   A. Observe films and slides
   B. Read and complete competency sheets or learning guides
   C. Practice and apply what they are learning
   D. Obtain immediate feedback on their activities
   E. Show task mastery either on equipment or on their activities
3. Providing space for small-group work. Small glass enclosed rooms next to the LRC is recommended.
4. Providing space for cognitive testing. You must decide where you will test your students. Will you give written tests in the Learning Resource Center, in the program area, or in both areas. An area needs to be identified and carefully laid out for giving written tests. It may be one or two tables or individual enclosures or carrels. Regardless of location, the testing area must be quiet, clean, and well lighted. The area should be located where it can be easily monitored from the laboratory or the centralized LRC

aide station.

5. Providing adequate storage space for the storage of:
   A. Learning guides or competency sheets
   B. Activity sheets, written exams, procedural sheets
   C. Student records
   D. Films, slides, or tapes
   E. Slide projectors or videotape players
   F. Supplies that students use such as welding rods, nails, etc.
   G. Special tools
   H. Student tools
   I. Student's clothing and protective clothing and equipment
6. Providing practice stations. Depending on the program area, the practice stations may be located in the same room as the LRC or they may be located in the laboratory. Secretarial, marketing, drafting, and nursing are examples of programs where the program LRC and laboratory can be located within the same room or open area. In the above mentioned programs, most of the changes may simply consist of rearranging the equipment, tables, and chairs, adding a few carrels, and relocating media equipment from the media center.
7. Providing learning stations - Regardless of the program, provision must be made for learning to take place in a job-like setting. Learning stations may be set up in the classroom LRC area, in the laboratory, or in all areas. These learning stations may take on many forms. Tables may be used for reading, studying, and taking written tests. Carrels or tables with media equipment and dividers will be needed along with headphones. Learning stations may be completely equipped carrels where students may watch a slide

series and then practice the task such as soldering or wiring a switch, or the learning stations may be equipment arranged in the laboratory.

Regardless of the set up used, provision must be made for supervised practice. Research shows that proper coaching or supervised practice must take place the first time the student attempts a task in order for the task to be learned correctly. If a student learns incorrect procedures, it is very difficult to get him/her to change or unlearn and relearn it in the correct manner.

8. Providing space for performance testing. Generally performance testing does not take place in the LRCs. The facilities should be arranged so performance testing can take place under job-like settings. This may take place in the laboratory at the vocational facilities or in an industrial setting away from the training facilities.

   A file cabinet should be close at hand for storing product/performance checklists.

9. Providing an area to be used for student records. The students and instructors must be able to get to this area easily.

10. Providing an area to be used by the instructor to keep records on all students and their activities. This area should contain four-drawer file cabinets with hanging folders for each student. The area should provide privacy for counseling students and for meetings with other school personnel.

11. Providing an instructor station so the instructor can watch the different instructional areas where students might be located. Adding windows, removing walls, and even raising the instructor station might all be helpful. There should be no place where students cannot be seen by the instructor.

INFORMATION SHEET

008-003-001 (Continued)

Procedures to Follow in Organizing an Instructional Area for CBVE

The following steps are designed to assist you to prepare a plan for organizing an instructional area for CBVE:

1. Visit a school or industrial training department which has already installed centralized and/or decentralized LRCs and/or modified existing program areas for CBVE. Ask the personnel how each learning environment is working. Take photographs of the layout. Request written copies of standard operating procedures.
2. Consider student needs when designing the physical layout. All resources should be filed or stored for easy retrieval and minimal damage. A minimum of student traffic and confusion should take place when students obtain references, slides, videotapes, or print materials.

   The tables and carrels in program areas should be located so that students are faced away from laboratory distractions and activities.
3. Obtain the blueprints of the floor plan or else draw up a floor plan of the classrooms, laboratories, current libraries, and media centers on graph paper.
4. Draw in the permanent fixtures such as heavy equipment, doors, sinks, air supply lines, exhaust lines, windows, and electrical receptacles.
5. Identify the necessary equipment, tools, work stations, and areas for studying, testing, viewing A/V, etc. Make a list of all these instructional areas.
6. Determine the space requirements for all the instructional areas.
7. Determine the definite safety requirements.
8. For instructional areas with fumes, adequate fresh air must be provided. You may want to limit certain activities to booths or to certain areas where overhead fresh air can be provided. When rearranging the area, be sure to consider the tasks to be completed and

the type of air circulation needed for each. Fumes, oil, and noise should be removed from the quiet study area.

9. Careful planning is necessary to insure safety. You should do the following to insure safety:

   A. Carefully sketch planned changes before you make them.

   B. Keep all safety exit routes free from obstruction.

   C. Do not combine fume areas with spark-igniting areas.

   D. Consider air circulation before moving equipment or setting up individual work areas.

   E. Provide enough space between equipment for student movement.

   F. Paint yellow lines around major equipment to keep other students away from dangerous operating equipment.

   G. Keep electrical use out of wet, damp areas

10. When rearranging your area, keep in mind the use of both the light from windows or electricity. Good lighting is very important for the quiet areas and for the use of equipment.

11. Develop a floor plan on graph paper showing the rearranged room(s) to fit your needs. Locate the A/V carrels and learning stations near present electrical receptacles.

12. Review the arrangement with your supervisors and obtain their approval before you begin to rearrange the room(s). Seek advise from the Illinois State Board of Education consultants regarding the planned changes.

13. Rearrange the areas according to the floor plan.

14. Request tables, carrels, and storage cabinets if you do not already have them. If money is tight, request plywood partitions and paint. You may want to implement the changes over a two-year period.

15. Request electrical work for additional power needs.
16. Request head phones for audiovisual equipment to reduce noise in the quiet learning areas.
17. Arrange the print and non-print resources in easy-to-locate cabinets or shelves. Label the resources by task number for easy storage and retrieval. Some multiple program LRCs place the materials in the LRC by program area.
18. Do not label an area as "classroom work" or "theory." In CBVE, theory is integrated with the psychomotor so a separate "theory" area is not needed. An area should be maintained in or near the program area where small group and large group discussions can take place.
19. In large industrial programs, install a raised platform in the center of the work area. By so doing, the instructor can view the laboratory and LRC area more easily.
20. Establish guidelines, rules and/or policies for student behavior, media equipment and software use, checking in and out of references, student learning guides, and other materials. For instance, you may wish to control the use of videotapes, slide/tapes, or expensive references. You may wish to have students check these in and out the same as they do for a tool from the tool crib.
21. The storage system for student learning guides or competency sheets and accompanying materials should be divided into areas such as: those ready to be used; those that are in progress; and those that are completed. All of these materials should be identified by task number.
22. Students should also have in the program area storage space to keep learning guides, information sheets, activity sheets, etc., that are in progress but not completed. Students should be asked not to touch other students' materials.
23. Slides should be stored in trays and placed in cardboard boxes while the casette tapes should be stored in plastic containers. A screw should be placed in the tray ring to

prevent students from removing the slides. Master audio tapes should be maintained away from the LRC. The title and task number should be on the containers and on the audio-visuals.

24. Videotapes should be stored in storage cases with identification information placed on the videotapes and on the storage cases.

ACTIVITY SHEET

008-003-002

Planning and Organizing the Physical Facilities for an LRC

Directions: Please complete the following.

1. A clean, quiet area should be provided the students in the program area or in the LRC for _____ and _____.
2. What stations should be provided the student in the program area?
   A. _____
   B. _____
3. What type of audiovisual equipment is usually placed in the carrels?
   A. _____
   B. _____
4. The first thing one should do before setting up an LRC is to _____ _____.
5. What should be prepared before the furniture and equipment are moved? _____ _____
6. What should be installed in industrial programs to give the instructor a better view? _____
7. What should be used with A/V equipment in carrels to reduce noise? _____
8. How should slides be stored? _____
9. How should audiocasettes be stored? _____
10. How should print and non-print resources be arranged in an LRC? _____ _____

NOTE: Check your answers with the answer key on the next page.

ANSWER KEY

For Activity Sheet 008-003-002

Directions: Check your answers with the answer key. If you missed any, review Information Sheet 008-003-001.

1. Reading and studying
2. A. Practice stations

   B. Learning stations
3. A. Videoplayers and monitors

   B. Slide/tape players and screens
4. Visit other schools or programs
5. Floor plan
6. Raised platform
7. Headphones
8. In trays and in boxes
9. In plastic containers
10. Print and non-print resources should be arranged in easy-to-locate cabinets or on shelves and labeled by task number.

MICRO - PERFORMANCE OBJECTIVE # 4

Develop a Learning Resource Center

LEARNING STEPS

1. Read Resource #1 to learn about the duties and responsibilities of LRC aides and students using LRCs.
2. Complete Resource #2 to check your understanding of LRC policies.
3. When you feel you know how to develop a learning resource center, take the written exam.
4. Using Resource #4A, develop a learning resource center according to the standards of Resource #4B.

RESOURCES

1. Information Sheet 008-004-001, "The Learning Resource Center", in this guide, pages 30-39.
2. Activity Sheet 008-004-002, "LRC Policies," in this guide, pages 40-41.
3. Written Criterion Exam: Task 008, pages 42-44.
4. A. Activity Sheet 008-004-003, "Develop an LRC," in this guide, page 45.
   B. Product Checklist: Task 008, in this guide, pages 46-48.

BEST COPY AVAILABLE

INFORMATION SHEET

008-004-001

(Given to Students)

The Learning Resource Center (LRC)

As a part of your learning at the Center, you will need to use the LRC. In order to control materials housed in these learning areas, a set of rules have been established. All students are expected to be aware of these rules and follow them.

1. All students entering the LRC for any reason, must PERSONALLY sign in, using both first and last name, list their program code, and also write down which tasks they are working on.
2. All students leaving the LRC for any reason, must sign out.
3. Talking is not allowed, and any student causing a disturbance will be asked to leave.
4. Absolutely no coats, jackets, long sweaters, or zippered sweatshirts are permitted in the LRC. Plan to leave them in your locker or laboratory.
5. Eating food or candy is not permitted.
6. If the LRC aide asks a student to move to another seat and the student chooses not to stay, he/she may not return to the LRC for the rest of that day.
7. No feet on chairs, tables, or carrels.
8. All four legs of chairs must remain on the floor at all times (no leaning backward or foreward).
9. No writing on furniture, walls, or books. You may be fined or charged full amount depending upon the damages involved. Students responsible for damage done to any furniture or equipment will be held accountable.
10. Any student who sleeps will be asked to return to his/her laboratory area and the instructor will be notified.

11. In the Applied Science LRC, "I.D.s" must be surrendered to check out "at desk" materials for LRC usage. These materials consist of Word Studies, Construction Safety Packet, Accounting 112, plus a few other books.
12. In the Transportation LRC, "I.D.s" must be surrendered to check out all headphones being used.
13. In both learning centers, "I.D.s" must be surrendered for the use of adapters.
14. No materials are to be checked out of the LRC by students.
15. No student is allowed in the LRC unless he/she is working on a specific task that requires LRC resources.
16. Each student is to furnish his/her own pencil for signing in, taking notes, or for taking tests. Scrap paper will be furnished when available.
17. Use of the audiovisual equipment will be limited to one or two persons at a time unless permission for others is given by the LRC aide.
18. All materials brought into the LRC that are not related to the learning of a specific task will be confiscated by the LRC aide and turned over to the dean.
19. Student dress in the LRC is expected to meet current standards. No hats are to be worn. Shirts are to be kept buttoned.
20. No confiscated tapes will be returned until the end of the semester.

INFORMATION SHEET

008-004-001 (Continued)

Transportation LRC

(Given to LRC Aide)

1. Students are to sign in and out each time they enter or leave the LRC. Additional sign in sheets are in the blue cupboard in the back of the room. White is used for auto mechanics and a different color for the other two programs. Auto mechanics students are to print their names.
2. No jackets of any type, heavy vests, long sweaters, zippered sweatshirts or hats are allowed in the LRC. If students forget the key to their lockers, they can give their jackets to their instructor.
3. All auto mechanics, diesel, and body shop books located on the front shelf by the window are on check out/check in system. The card is signed and put in the box on the aide desk. The book is returned to the cart in front of the desk for reshelving. The book is checked for marks and damage. If any damage is done to the book, the user buys the book.
4. No more than four students are allowed at a table. No more than two students can watch slides or a video together. The junction boxes are in the back of the top right hand drawer of the desk. Students must leave an I.D. or drivers license for the junction box. Periodically, check for students listening to their own tapes. Confiscate any tape, put their name on it and lock it in the right hand side of the blue cupboard (by the window). Students will get their tape back the last day of each semester. Headphones are on the cart in front of the desk.
5. Tests are given in the LRC. All tests are to be taken at the front two tables. If students do not have a pencil, they are in the top right hand drawer of the desk and are a dime. Extra pencils are in the blue cupboard at the front of the room. The key is in the top

drawer. Do NOT loan students pencils as they rarely return them. Auto mechanics tests are checked by the instructor. Equipment operation tests are checked by the LRC aide. The answer keys and the grading scale are in the top drawer in a folder. Auto mechanics answer sheets are on top of the file cabinet by the door, and equipment operation answer sheets are on the top rack of the container on the desk. Extra answer sheets are in the blue cupboard in back of the room.

6. Equipment operation tests are in the bottom drawer of the aide desk. Auto mechanic tests are in the top drawer of the file cabinet by the door. For equipment operation, some of the tasks have been re-written in a simpler version. These are in the second and third drawer of the file cabinet by the door by the blue cupboard. The students will ask for the easier version if they are to have them. Worksheets are given to students the same time as A/V. Anyone who fails a test is also given a worksheet.
7. The worksheets for steering, suspension, and brakes are located on the shelf by the blue cupboard. Extra sheets are stored in the second drawer of the file cabinet by the blue cupboard. Answers to worksheets and questions at the end of chapters are in the bottom desk drawer. Worksheets for 1100, 1102, and 2200 are in back of the bottom desk drawer. For task 105, the worksheets are on top of the file cabinet by the blue cupboard.
8. If a problem occurs with a machine or tape, call 277 or write a note and put the note and tape in the media coordinator's mailbox.
9. Phone numbers taped on the corner of the desk are for your convenience. If you have any questions, please call for an instructor or the media coordinator. The aide at extension 263 is probably most aware of things in the room. Feel free to move students if they are talking. If you send students from the room, do not allow them to return to the LRC. Call 257 or 250 and tell them to notify the instructor that the student is on the way down. A complete telephone extension list is in the top right hand drawer.

10. No student is allowed to use the phone unless an instructor calls to talk to him/her.
11. The only students allowed in this LRC without a pass are: Auto mechanics, body shop, diesel engines, and equipment operation.
12. If a student sits doing nothing or doing other school work, just send him/her down to the shop. No books are to be checked out of the LRC unless the instructor sends a note allowing it.
13. No food is allowed in the LRC nor is the cracking and blowing of bubble gum. If a student wants to sleep, send him/her down to the shop. Feet are to be kept off the chairs and chairs are to be flat on the floor.
14. The bus schedule is on the bulletin board. Before leaving, students must check out with the instructor prior to going to the bus. Lunch is from 11-11:45 a.m. After the students leave, reshelve the books and put the chairs in place.
15. The card catalog is to the left of the desk. All cards are filed in the first drawer. In the second drawer on the bottom are 15 auto cassette tapes for the slower students to use in conjunction with the auto study guide. These tapes have no slides, so the student should turn the projector and the sync switch to off.
16. At the end of each session, please straighten the room and shelves.
17. The rules of the LRC are taped on the wall by the door.
18. The slides are color coded for two of the programs. The color chart on the top shelf is for equipment operation and is taped on the wall of the fourth section of shelves for auto mechanics. Two pieces of tape on a box tells the student the slide set is a required one.
19. Especially watch the auto electric book on the front shelf. It is a favorite book to be stolen.

20. If a slide set is not in the room, send a student down to the auto mechanics lead instructor. It usually means an instructor has borrowed it for night school and did not return it. If a tape is missing or broken, call 277 and ask them to make a new one. It only takes 2-3 minutes to make a new tape, so the student usually waits for it.

INFORMATION SHEET

008-004-001 (Continued)

Duties of LRC Aides

1. Monitor sign in sheets (includes set up, recording as well as checking accuracy of students sign in time).
2. Instruct each student individually on use of A/V equipment -- explanation of usage has to be done on two separate occasions for each student and sometimes even three times before they feel confident in using the equipment.
3. Assist students in locating materials pertaining to tasks.
4. Check out materials kept at desk for various programs for use in the LRC -- some being called for every day. This includes accepting IDs from students and returning IDs as well as the shelving materials. This is done for security purposes for books that are used in more than one program and some materials that are quite popular (copies have been stolen more than once in the past). This numbers approximately 100 different resources. Check books for damage when returned.
5. Answer task related questions of students -- referring them to proper resources or back to the instructor if necessary.
6. Supervise the LRC -- make sure that all students are working on related tasks -- enforce rules of the LRC -- quelling all disturbances -- prevent damage to equipment and materials -- adjust malfunctioning equipment. (This duty is continuous -- all day, every day.)
7. Report disruptive students to instructors or dean by written notification.
8. Log in, distribute, and return all films ordered for classroom use for all divisions. (Consists of about 150 per year)
9. Requisition films and desk copies of books for instructors.
10. Catalog all new print materials, slides, videotapes, etc.
11. Notify instructors of new materials catalogued for their program.

12. Prepare a weekly utilization report of LRC.
13. Assemble, type, and distribute monthly report of all materials processed by the media center.
14. Clean cassette players once each week.
15. Inventory twice a year -- reporting to all instructors and division managers the number of materials missing from their program area.
16. Type worksheets -- correspondence and any other materials as authorized.
17. Update competency sheets filed in LRC on a continuous basis.
18. Repair books and other materials housed in the LRC as well as some classroom materials.
19. Type certificates and any other typing that is requested.
20. File materials in the media center.
21. Keep LRC looking neat and orderly at all times.
22. Open LRC once a year for open house.
23. Hand out activity sheets and written exams.
24. Score activity sheets and written exams.
25. Maintain a study atmosphere in the LRC.

INFORMATION SHEET

008-004-001 (Continued)

Qualifications in Order of Preference of an LRC Aide

* 1. Experience of handling groups of students

2. Experience of working in, or knowledge of a library or school

3. High school diploma

4. Clerical experience

5. Experience with the field of media

NOTE: * Essential prerequisite

008-004-001 (Continued)

LRC Check In/Check Out Sheet

Task No.	Name		Instructor	Time		Destination	Time		Destination
	First	Last		In	Out		In	Out	

ACTIVITY SHEET

008-004-002

Develop an LRC

Directions: Please complete the following without resources or assistance. Place a "T" on the line for a true statement and an "F" on the line for a false statement.

____ 1. All students entering the central LRC must sign in.

____ 2. Students exiting the LRC for the washroom need not sign out.

____ 3. A student may be fined for writing in a reference book.

____ 4. IDs are surrendered by the student to check out headphones.

____ 5. Pencils are furnished by the LRC aide for tests.

____ 6. All reference books require the student to surrender an ID in order to use them.

____ 7. Aides may grade some tests for instructors.

____ 8. Students may use the LRC even if they are not working on a task.

____ 9. A duty of the centralized LRC aide is to prepare a weekly report on LRC use.

____10. A duty of the LRC aide is to provide technical assistance to students when they need help.

NOTE: Check your answers with the answer key on the next page.

ANSWER KEY

For Activity Sheet 008-004-002

Directions: Check your answers with those given below. If you miss more than one, review Information Sheet 008-004-001 before proceeding.

Statement No.	Answer	
1.	T	
2.	F	All students exiting the LRC for any reason must check out.
3.	T	
4.	T	
5.	F	
6.	F	Only specialized reference books require an ID to check them out.
7.	T	
8.	F	
9.	T	
10.	F	Technical assistance is always provided by the program instructor

PROGRAM Professional Teacher Training

CRITERION EXAM

TASK # 008

DIRECTIONS:

THE PURPOSE OF THIS EXAM IS TO DETERMINE WHETHER OR NOT YOU HAVE UNDERSTOOD THE INFORMATION ON developing a learning resource center.

Each of the questions or incomplete statements below is followed by several words, phrases, or a series of numbers. Choose the one which best answers the question or completes the statement correctly. Place the letter associated with that choice (A, B, C or D) in the numbered blank space on your ANSWER SHEET. DO NOT WRITE ON THIS TEST! To master this exam you must answer 13 **out of** 15 **items correctly, (** 87 **%).**

WRITTEN CRITERION EXAM

Task 008

Develop a Learning Resource Center

Directions: Please complete the following without resources or assistance. Place a "T" on the line for true statements and an "F" on the line for false statements.

___ 1. An LRC is a designated place where students complete their psychomotor learning.

___ 2. An LRC houses only non-print (audiovisual) resources.

___ 3. A function of a centralized LRC aide may be to score written exams.

___ 4. Materials in an LRC circulate like in a traditional library.

___ 5. Less textbooks are needed when using an LRC.

___ 6. An advantage of a centralized LRC is that less hardware and software are needed.

___ 7. Equipment malfunctions will usually be greater in a centralized LRC.

___ 8. Noise may be a factor to consider when setting up individual program LRCs.

___ 9. Headphones are not needed for use with program LRC areas.

___10. Students entering or exiting an LRC must sign in or sign out.

___11. Learning stations may be placed in the LRC and in the program area.

___12. The first thing the instructor should do when preparing for an LRC is to prepare or obtain a floor plan.

___13. A platform may be installed in an industrial program to provide better vision to the instructor.

___14. Students may use an LRC even if they are not working on a task.

___15. LRC aides may be requested to prepare usage reports.

NOTE: Check your answers with the answer key on the next page.

ANSWER KEY

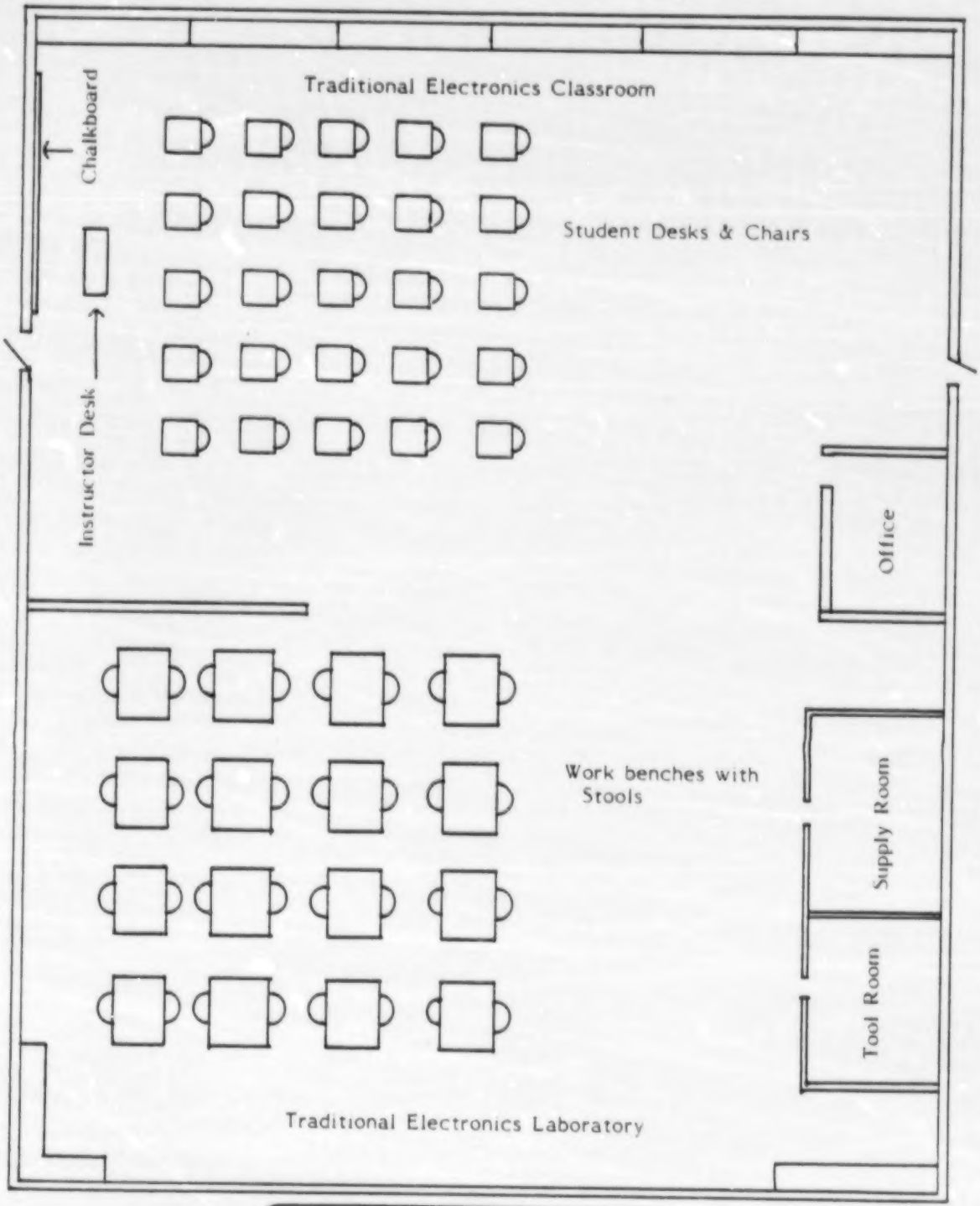
For Written Criterion Exam 008

Directions: Please check your answers with those given below.

1. F An LRC is mainly a place for cognitive learning activities.
2. F An LRC houses both print and non-print resources.
3. T
4. F Materials do not circulate and are used in the LRC.
5. T
6. T
7. F Equipment malfunctions are usually greater in decentralized LRCs due to less supervision, dirt, and less routine maintenance.
8. T
9. F Headphones should be used with all A/V equipment regardless of where it is located.
10. T
11. T
12. F The first thing that should be done is to visit another school or industrial site.
13. T
14. F Students must be working on a task to use the LRC.
15. T

Develop an LRC

Directions: Re-arrange the following program area to fit a CBVE learning environment using a program LRC concept. After completion, check your arrangements against the standards on Product Checklist 008.



DEPT.	PROG	TASK	TPO	MPO
	PTT	008	008	004

PROGRAM: Professional Teacher Training

TASK: Develop a Learning Resource Center

TASK # 008

PERFORMANCE/PRODUCT CHECKLIST

STUDENT'S NAME _____ **EVALUATION SITE** _____

EVALUATOR'S NAME _____ **PERFORMANCE ATTEMPT** 1 2 3 4

DATE OF ATTEMPT ____ ____ ____ ____

TERMINAL PERFORMANCE OBJECTIVE:

Given an illustrated outline of vocational facilities (classrooms and laboratories), develop a learning resource center.

DIRECTIONS TO THE STUDENT:

BEFORE ATTEMPTING THIS TASK FOR MASTERY, CAREFULLY REVIEW THIS CHECKLIST. YOU WILL BE EVALUATED ON THE BASIS OF THIS CHECKLIST. WHEN YOU FEEL YOU ARE READY FOR EVALUATION CONTACT YOUR INSTRUCTOR. YOU MUST COMPLETE YOUR PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE AT LEAST 15 OUT OF 15 POINTS OR 100 % FOR MASTERY. CRITICAL ITEMS ARE MARKED WITH AN ASTERISK (*). THESE ITEMS MUST BE SATISFACTORILY COMPLETED.

DIRECTIONS TO THE EVALUATOR:

THE STUDENT WILL CONTACT YOU WHEN READY FOR EVALUATION. THE STUDENT MUST COMPLETE THE PERFORMANCE WITHIN _____ MINUTES AND MUST SCORE 15 OUT OF 15 POINTS OR 100 % AND ALL ITEMS MARKED WITH AN ASTERISK (*) MUST BE SATISFACTORILY COMPLETED.

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	1. Is the plan drawn to scale?	___	___
	2. Is a cognitive test area provided?	___	___
	3. Are quiet areas provided for study?	___	___
	4. Are activity areas provided for each of the following?		
	A. Observe films, slides, other media.	___	___
	B. Read and complete guides or competency sheets.	___	___
	C. Practice areas	___	___
	D. Areas for checking student progress	___	___
	E. Performance test areas	___	___
	5. Are storage areas identified for the following?		
	A. Storage of learning guides or competency sheets	___	___
	B. Storage of student records	___	___
	C. Storage of media films, tapes, or slides	___	___
	D. Storage of media projectors and recorders	___	___
	E. Storage of supplies which students will use	___	___
	F. Storage of special tools	___	___
	G. Storage of student tools	___	___
	H. Storage of student clothing and protective clothing and equipment	___	___
	6. Is a student records area provided?	___	___
	7. Is there a private instructor records area?	___	___
	8. Is there an instructor station?	___	___
	9. Does the arrangement meet current safety codes?	___	___
	TOTAL POINTS EARNED =		

(Continued on Page 48)

DEPT.	PROG	TASK	TPO	MPO
	PTT	008	008	004

CRITICAL ITEMS	ITEMS TO BE OBSERVED OR CHECKED	RATING YES	RATING NO
	10. Is there adequate lighting for each instructional area?	___	___
	11. Is there adequate air circulation for each instructional area?	___	___
	12. Is there adequate space between equipment for student movement?	___	___
	13. Can students move about the instructional area freely to meet their learning needs?	___	___
	14. Is an area provided for student/instructor counseling?	___	___
	15. Are learning stations set up containing all or most all the resources necessary for completing a task?	___	___
	TOTAL POINTS EARNED =		

POINTS NEEDED FOR MASTERY = 15
TOTAL POINTS POSSIBLE = 15

DEPT	PROG	TASK	TPO	MPO
	PTT	008	008	004